

Unit Planning Guide: Grade 5 Unit 1 of ____

Unit Title: Author Study: Community Building	Pacing (Duration of Unit): 6-8 weeks
Grade: 5	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

(Resource for selection of appropriate authors:
<http://www.booksource.com/departments/grades-3-6/language-arts/author-studies.aspx>)

Standards (Priority Standards in bold):

- **RL.5.3 Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**
- **RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**
- **MA.RL.5.8a Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays**
- **L.5.1c Use verb tenses to convey various times, sequences, states and conditions**
- **L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
 Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

- a. Use punctuation to separate items in a series.*
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., its' true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works e. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest and style.
 - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems
- L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
- SL.5. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- W.5.MA.3A Write stories, poems, and scripts that draw on characteristics of tall tales or myths, or of modern genres such as mysteries, fantasies, and historical fiction.
- W.5.3b Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- W.5.3c Use a variety of transitional words, phrases and clauses to manage the sequence of events.
- W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection and research.
 - a. Apply grade 5 reading standards to literature (e.g., compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text (e.g., how characters interact).
 - b. Apply grade 5 reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points).

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Meaning (*Mostly assessed through Performance Tasks/Assessments)	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Authors write about what they know and what they love • Life experiences, both negative and positive, influence the works of an author • Themes, characters, and ideas in an author’s work can help us make sense our own experiences and relationships 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What can we learn about building a community as we study multiple books by one author? • How can learning more about authors increase our understanding of their books? • How can learning more about authors help us understand the theme of their books and their reason for writing them? • How can studying authors help us become better writers?

Acquisition (*Mostly assessed through traditional summative assessments)	
<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • Authors use experiences from their own life and background to inform and influence their writing • How to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area • Verb tenses convey various times, sequences, states and conditions <p>Key Vocabulary: Metaphor, simile, foreshadowing, “shifts in verb tense”, idioms, adages, proverbs, scripts, tall tales, myths, mysteries, fantasies, and historical fiction.</p>	<p>Skills: The discrete skills and process students should be able to use independently (<u>Bloom’s Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • Drawing on specific details in the text to compare and contrast two or more characters, settings or events in a story or drama, • Determining the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • Locating and analyzing examples of foreshadowing in stories, poems, folktales, and plays • Demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of

	<p>the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., its' true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <ul style="list-style-type: none"> • Using knowledge of language and its conventions when writing, speaking, reading or listening. <ul style="list-style-type: none"> a. Expanding, combine, and reduce sentences for meaning, reader/listener interest and style. b. Comparing and contrasting the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems • Recognizing and explaining the meaning of common idioms, adages, and proverbs. • Acquiring and using accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). • Adapting speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. • Writing stories, poems, and scripts that draw on characteristics of tall tales or myths, or of modern genres such as mysteries, fantasies, and historical fiction. • Using narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • Using a variety of transitional words, phrases and clauses to manage the sequence of events. • Using concrete words and phrases and sensory details to convey experiences and events precisely.
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